
UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua
Sidang Akademik 2007/2008

April 2008

**PLG 517 – PENGAJIAN KURIKULUM
(CURRICULUM STUDIES)**

Masa : 2 jam
(Duration : 2 hours)

Sila pastikan bahawa kertas peperiksaan ini mengandungi **LIMA** muka surat yang bercetak sebelum anda memulakan peperiksaan ini.

*Please ensure that this examination paper consists of **FIVE** printed pages before you begin this examination.*

ARAHAN :

Jawab **TIGA (3)** soalan. Jawab **SOALAN 1 (WAJIB)** dan **DUA (2)** soalan lain.

INSTRUCTION:

Answer **THREE (3)** questions. Answer **QUESTION 1 (COMPULSORY)** and **TWO (2)** other questions.

SOALAN 1 (WAJIB)

1. Terdapat tiga konsep tentang kurikulum: kurikulum yang dirancang, kurikulum yang dilaksanakan dan kurikulum yang diterima.
 - a) Terangkan perbezaan antara ketiga-tiga konsep tersebut.
 - b) Jelaskan bagaimana perbezaan antara ketiga-tiga konsep tersebut boleh berlaku dari segi amalan dalam bilik darjah.

(40 markah)

Jawab **DUA (2)** soalan lain.

2. Sekurang-kurangnya terdapat tiga bidang yang menjadi asas kepada pembentukan kurikulum: falsafah, kemasyarakatan dan psikologi.

Terangkan bagaimana kurikulum boleh dipengaruhi oleh tiga bidang tersebut.

(30 markah)

3.

Jadual 1 : Reka bentuk Kurikulum

Kategori reka bentuk	Reka bentuk
A. Reka bentuk berpusatkan kandungan	a. Reka bentuk Mata Pelajaran b. Reka bentuk Proses
B. Reka bentuk berpusatkan pelajar	a. Reka bentuk Berpusatkan Kanak-kanak b. Reka bentuk Berpusatkan Pengalaman

Jadual 1 menyenaraikan empat reka bentuk kurikulum mengikut dua kategori reka bentuk.

Jelaskan bagaimana reka bentuk mata pelajaran berbeza daripada :

- a) reka bentuk proses
- b) reka bentuk berpusatkan kanak-kanak

(30 markah)

4. a) Pelaksanaan kurikulum adalah suatu aktiviti penstrukturan semula. Jelaskan.
- b) Jelaskan tentang faktor-faktor yang menghalang dan menyokong pelaksanaan kurikulum di sekolah.

(30 markah)

5. **Jadual 2 : Pendekatan Penilaian Kurikulum**

Pendekatan Saintifik	Pendekatan Humanistik
a. <i>Discrepancy evaluation model</i>	a. <i>Action Research Model</i>
b. <i>Congruence Contingency Model</i>	b. <i>Connoisseurship Evaluation Model</i>
c. <i>Context, Input, Process, Product Model</i>	c. <i>Responsive Evaluation Model</i>
	d. <i>Illuminative Evaluation Model</i>

Jadual 2 menunjukkan model-model penilaian kurikulum mengikut dua pendekatan yang berbeza.

- a) Terangkan perbezaan antara dua pendekatan penilaian kurikulum tersebut.
- b) Pilih **SATU (1)** model daripada setiap pendekatan dan jelaskan prosedur penilaian mengikut model-model tersebut.

(30 markah)

TRANSLATION

QUESTION 1 (COMPULSORY)

1. There are three conceptions of curriculum: the planned curriculum, the enacted curriculum, and the received curriculum.
- a) Describe the differences between the three conceptions.
 - b) Explain how the three conception differences can occur in terms of classroom practices.

(40 marks)

2. There are at least three areas of curriculum foundations: philosophy, society and psychology.

Explain how the three foundations influence curriculum and instruction.

(30 marks)

3.

Table 1 : Curriculum Design

Curriculum Design Category	Curriculum Design
A. Subject-Centered Designs	a. Subject design b. Process design
B. Learner-centered Designs	a. Child-centered design b. Experience-centered design

Table 1 lists four curriculum designs based on two curriculum design categories.

Explain how subject design curriculum is different from:

- a) process design curriculum.
- b) child-centered design curriculum.

(30 marks)

4. a) Curriculum implementation is a restructuring activity. Explain.
b) Describe factors that inhibit and encourage curriculum implementation in schools.

(30 marks)

5. **Table 2 : Curriculum Evaluation Approaches**

Scientific Approach	Humanistic Approach
a. 'Discrepancy evaluation model'	a. 'Action Research Model'
b. 'Congruence Contingency Model'	b. 'Connoisseurship Evaluation Model'
c. 'Context, Input, Process, Product Model'	c. 'Responsive Evaluation Model'
	d. 'Illuminative Evaluation Model'

***Table 2** shows curriculum evaluation models under two different approaches.*

- a) Explain the differences between the two curriculum evaluation approaches.
b) Choose **ONE (1)** model from each approach and describe the procedures involved in evaluating curriculum using the two models.

(30 marks)